



EDCU 5306 - App Tech ChildAdoles Couns: App Tech ChildAdoles Couns (Sub II- July 07 to Aug 22)

Summer 2025 Syllabus, Section 780, CRN 52295

Instructor Information

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Adjunct Faculty

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Office: via zoom

Office Hours:

By appointment only, please email to set up

Times and Location

Does Not Meet Face-to-Face

Course Description

This course is an intermediate course for school counselor candidates that will provide students an opportunity to study, administer, score, and interpret a variety of assessment instruments used in school and non-school settings. Students will be exposed to instruments measuring personality, intelligence, aptitude and achievement, career and interest, and environmental factors. Ethical issues in testing and the special education environment will also be addressed. Prerequisites: Graduate standing. Educational Programs Department, College of Education

Program Learning Outcomes

Course Objectives (CO)/ Learning Outcomes (CLO)

CSL01 Explain the use of psychological assessment in school counseling, key assessment terms, guiding assessment principles, purpose of assessment, history of assessment and assessment method and strategies usage in school counseling settings.

CSL02 Identify the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.

CSL03 Describe basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group text and inventory methods, psychological testing, and behavioral observations.

CSL04 Discuss statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations, reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information and validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity.

CSL05 Apply several types of assessments and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychological, personality and risk assessments.

CSL06 Appraise social, cultural factors and potential biases related to the assessment and use of diagnostic tools for individuals, groups, special and multicultural populations when deciding on ethical, legal, and culturally relevant strategies for assessment selection, administration, and interpretation of assessment instruments and techniques in school counseling.



CSLO7 Formulate an assessment report of a psychological assessment using guidelines for selecting and using assessment methods, psychometric considerations, cultural considerations to arrive with comprehensive assessment interventions to assist in diagnosis and treatment planning, and goal setting with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

Student Learning Outcomes

Program Student Learning Outcomes (PSLOs):

PSLO 1: Utilize culturally appropriate counseling practices with regard to age and stage of life.

PSLO 2: Transform a variety of counseling theories and interventions for efficacy in a multicultural environment.

PSLO 3: Apply professional, ethical, and legal principles when collaborating or consulting with stakeholders (exp., parents, teachers, other professionals).

PSLO 4: Impact school and non-school counseling programs through the application of leadership and advocacy skills by designing, implementing, and evaluating counseling programs in a myriad of settings.

PSLO 5: Actively engage in professional counseling associations.

Important Dates

Visit the Academic Calendar ([tamui.edu](https://www.tamui.edu)) (<https://www.tamui.edu/academiccalendar/>) page to view the term's important dates.

Textbooks

Group	Title	Author	ISBN
Required	Integrative assessment: A guide for counselors	Andrew Gersten	ISBN-13: 9780135034859
Required	Assessment in counseling: A guide to the use of psychological assessment procedures (6th ed.)	Danica G. Hays	ISBN Number: 978-1-55620-368-8
Optional	Publication Manual of the American Psychological Association (7th ed.)	American Psychological Association	ISBN: 978-1-4338-3217-8
Optional	Diagnostic and Statistical Manual of Mental Disorders: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition.	American Psychiatric Association	ISBN-13 : 978-0890425541

Other Course Materials

To go to the bookstore, [click here \(https://www.bkstr.com/texasaminternationalstore/home/\)](https://www.bkstr.com/texasaminternationalstore/home/).

Supplemental Readings and Videos

See Course Alignment document for supplemental readings in each module.

For certification programs only:

Educator program standards (http://www.tea.state.tx.us/index2.aspx?id=5938&menu_id=2147483671&menu_id2=794)

Certification domains/competencies (<http://cms.texas-ets.org/texas/testframeworks/>)

TEKS (http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785)

College and Career Readiness Standards (<http://www.thecb.state.tx.us/collegereadiness/crs.pdf>)



Grading Criteria

GRADE	PERCENTAGE
A	90-100, Points 315-350
B	80-89, Points 280-314
C	70-79, Points 245-279
D	60-69, Points 210-244
F	Below 60, Points 209 and below

Grading and Evaluation

In determining the final course grade, the following point value will be used.

ASSIGNMENT	VALUE
Discussion Post(s) - 10 Points Each	90
Case Study, Case Vignettes and Reflection Responses - 10 Points Each	50
Short Answer and Essay Quizzes – 10 Points Each	40
Multiple Choice Quizzes- 10 Points Each	70
Activity 6.1 and Activity 6.2- 10 Points Each	20
Counselor/Student Interview – 20 Points	20
Risk Assessment Assignment – 20 Points	20
Psychological Assessment Presentation and Voice Thread Assignment – 20 Points	20
Assessment Report Assignment – 20 Points	20
Total Points for Course	350

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
7/7	Read	Read: Required Textbook Readings Read the following early in the week to help you respond to the discussion questions and to complete your assignment(s). Required Textbook Readings 1. Gersten, A. (2012). Integrative assessment: A guide for counselors. Pearson Higher Ed. (Chapter 1) 2. Hays, D. (2017). Assessment in counseling: A guide to the use of psychological assessment procedures (6th ed.) American Counseling Association. Supplemental Reading (Chapter 1) Supplemental Reading 1. School Counselors and student assessment	Read & Watch and Read Online: Before Assignments are due
	Watch and Read online		
	Discuss		Discuss: First Post Due: Day 4 Final Posts Due: Day 7
	Submit		Submit: Day 7
		Watch and Read Online: Read and listen to the online lecture material on the following topics. Online Lecture Material 1. Read Chapter 1 Gersten Textbook: Integrative Assessment - A Guide for Counselors 2. Chapter 1 Power Point Gersten EDCU 5306 Module 1 Power Point.ppt 3. Read Chapter 1 Hays Textbook: A Guide to the Use of Psychological Assessment Procedures 4. Supplemental Reading: School counselors and student assessment. 5. Read Chapter 2 Hays Textbook: A Guide to the Use of Psychological Assessment Procedures	
		Discuss: Class Discussion: Respond to	



7/14	Read	Read: Read the following early in the week to help you respond to the discussion questions and to complete your assignment(s). Required Textbook Readings 1. Read Chapter 2, Gersten, A. (2012). Integrative assessment: A guide for counselors. Pearson Higher Ed. 2. Read Chapters 2 -4, Hays, D. (2017). Assessment in counseling: A guide to the Use of Psychological Assessment Procedures	Read & Watch and Read Online: Before assignments are due.
	Watch and Read Online		
	Discuss		Discuss: First Post Due: Day 4 Final Posts Due: Day 7
	Submit		Submit: 1. Day 7 2. Day 5 3. Day 6 4. Day 7
		Watch and Read Online: Read and listen to the online lecture material on the following topics. Online Lecture Material Supplemental Readings - 1. Chapter 2 Gersten Power Point 2. Use and consequences of assessments in the USA: professional, ethical, and legal issues. 3. Enhancing reflective practice in multicultural counseling through cultural auditing. 4. Review and Read School Counselor Ethics 5. Review and Read ACA Code of Ethics in Counseling	
		Discuss: Respond to the discussion prompts and questions by the due dates outlined in the assignment. You should contribute your first post no later than Day 4. Then, follow up on the posts of your classmates and faculty and responses to your own posts by Day 7. Required Class Discussion Assignment 1. Module 2 Discussion 3 Textbook Gersten 2. Module 2 Discussion 4 Textbook Hays	
		Submit: Submit your completed written assignment by Day 7 of this week. For detailed instructions on completing this assignment, see the associated course page. Required Assignments 1. Quiz Chapter 2 Gersten 2. Complete Chapter 2 Gersten Case Vignette (Melanie) and Reflection Questions 3. Hays Textbook Chapter 3 Complete the Reflection Questions and Charlotte Case Example 3.1 4. Chapter 4 Hays Paulo Case Example 4.1 and Complete the Reflection Questions	



7/21	Read	Watch and Read Online: Read and listen to the online lecture material on the following topics. Online Lecture Material 1. Read Chapter 3 Gersten Textbook: Integrative Assessment - A Guide for Counselors 2. Chapter 3 Gersten PowerPoint 3. YouTube Video: The Effective School Counselor with a High Risk Teen: Motivational Interviewing Demonstration, MerloLab, June 9, 2015. https://www.youtube.com/watch?v=_TwVa4utpII	Watch and Read Online: Before Assignments are due
	Watch and Read Online		
	Discuss	Discuss: Respond to the discussion prompts and questions by the due dates outlined in the assignment. You should contribute your first post no later than Day 4. Then, follow up on the posts of your classmates and faculty and responses to your own posts by Day 7. Required Class 1. Discussion Assignment Discussion Forum 4 Textbook Hays Chapter 3 2. Discussion Forum 5 Textbook Hays Chapter 3	Discuss: First Post Due: Day 4 Final Posts Due: Day 7
	Submit	Submit: Submit your completed written assignment by Day 7 of this week. For detailed instructions on completing this assignment, see the associated course page. Required Assignment 1. Short Answer and Essay Quiz Chapter 3 Gersten	Submit: Day 7



7/28	Read	Watch and Read Online: Read and listen to the online lecture material on the following topics. Online Lecture Material 1. Read Chapter 4, Gersten Textbook: Integrative Assessment - A Guide for Counselors 2. Review Chapter 4 Gersten Power Point 3. Read Chapter 7, Hays Textbook 4. Read School Counselor and Suicide Prevention-Awareness 5. Review and Read Columbia Suicide Severity Rating Scale	Watch and Read Online: Before assignments are due.
	Watch and Read Online		
	Discuss		Discuss: First Post Due: Day 4 Final Posts Due: Day 7
	Submit		Submit: Day 7
		Discuss: Respond to the discussion prompts and questions by the due dates outlined in the assignment. You should contribute your first post no later than Day 4. Then, follow up on the posts of your classmates and faculty and responses to your own posts by Day 7. Required Class Discussion Assignment 1. Discussion Forum 6 - Chapter 7 - Hays	
		Submit: Submit your completed written assignment by Day 7 of this week. For detailed instructions on completing this assignment, see the associated course page. Required Assignment 1. Complete Counselor/ Student Interview, Exploring Presenting problems, Determining Readiness for change, and Risks and Resources Visit TAMU VoiceThread for tutorials on how to use the platform. 2. Quiz Chapter 4 Gersten 3. Nicolas Case Example 7.2 Chapter 7 (Hays). Complete the Reflection Questions Reflection Questions 4. Short Answer and Essay Quiz 4	



8/4	Read	Watch and Read Online: Read and listen to the online lecture material on the following topics. Online Lecture Material 1. Read Chapter 6 and Chapter 7 Gersten Textbook: Integrative Assessment - A Guide for Counselors 2. Review Chapter 6 Gersten .ppt and Module 5 Chapter 7 Gersten .ppt Gersten PowerPoints 3. Read Chapter 5 and Chapter 6 Hays Textbook	Watch and Read Online: Before assignments are due. Discuss: First Post Due: Day 4 Final Posts Due: Day 7 Submit: 1. Day 7 (Sunday) 2. Day 7 (Sunday) 3. Day 7 (Sunday) 4. Day 7 (Sunday) 5. Day 6 (Saturday) 6. Day 6 (Saturday)
	Watch and Read Online		
	Discuss		
	Submit		
		Discuss: Respond to the discussion prompts and questions by the due dates outlined in the assignment. You should contribute your first post no later than Day 4. Then, follow up on the posts of your classmates and faculty and responses to your own posts by Day 7. Required Class Discussion Assignment 1. Discussion Forum 7 Textbook Gersten	
		Submit: Submit your completed written assignment by Day 7 of this week. For detailed instructions on completing this assignment, see the associated course page. Required Assignment 1. Quiz Chapter 6 (Gersten) Multiple Choice, Short Answer and Essay 2. Quiz Chapter 7 (Gersten) Multiple Choice, Short Answer and Essay 3. Short Answer and Essay Quiz 5 Hays Chapters 5 4. Short Answer and Essay Quiz 6 Hays Chapter 6 5. Complete Activity 6.1 Hays Chapter 6 Organizing and Computing Measures of Central Tendency Variability 6. Complete Activity 6.2 Converting Raw Scores Hays Chapter 6	



8/11	Read	Watch and Read Online: Read and listen to the online lecture material on the following topics. Online Lecture Material 1. Read Chapter 5 and Chapter 11, Gersten Textbook: Integrative Assessment - A Guide for Counselors 2. Read Chapter 10, 12 and 13 Hays Textbook 3. Review Chapter 5.ppt and Chapter 11.ppt.	Watch and Read Online: Before assignments are due.
	Watch and Read Online		
	Discuss		Discuss: First Post Due: Day 4 Final Posts Due: Day 7
	Submit		Submit: 1. Day 7 2. Day 7
		Discuss: Respond to the discussion prompts and questions by the due dates outlined in the assignment. You should contribute your first post no later than Day 4. Then, follow up on the posts of your classmates and faculty and responses to your own posts by Day 7. Required Class Discussion Assignment 1. Discussion Forum 8 Textbook Gersten Chapter 5	
		Submit: Submit your completed written assignment by Day 7 of this week. For detailed instructions on completing this assignment, see the associated course page. Required Assignment 1. Quiz Chapter 5 (Gersten) Multiple Choice, Short Answer and Essay 2. Risk Assessment Experiential Exercise Chapter 11 Gersten	



8/18	Read	Read: Read the following early in the week to help you respond to the discussion questions and to complete your assignment(s). Required Textbook Readings 1. Gersten, A. (2012). Integrative assessment: A guide for counselors. Pearson Higher Ed. 2. Hays, D. (2017). Assessment in counseling: A guide to the use of psychological assessment procedures (6th ed.) American Counseling Association 3. Review the Sample Assessment Report in Appendix D 4. Mental Health Measurements Access at TAMIU Library Search Mental Health Measurement Data Base Reviews 5. Mental Health Measurements Database 6. Access the Journal. Mental Health Measurements Review 7. American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Arlington, VA: American Psychiatric Association, 2013. Diagnostic_and_Statistical_Manual_of_Ment: 8. Top 10 Strengths using list form VIA Survey of Character Strengths found at VIA Survey of Character Strengths VIA Survey of Character Strengths	Read and Watch and Read Online: Before assignments are due.
	Watch and Read Online	Watch and Read Online: Read and listen to the online lecture material on the following topics. Online Lecture Material 1. Read Chapter 15 Gersten Textbook: Integrative Assessment - A Guide for Counselors 2. Read Chapter 15 Hays Textbook 3. Review the Sample Assessment Report in Appendix D 4. Review and Read: American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Arlington, VA: American Psychiatric Association, 2013. 5. Top 10 Strengths using list form VIA Survey of Character Strengths found at VIA Survey of Character Strengths VIA Survey of Character Strengths	Discuss: First Post Due: Day 4 Final Posts Due: Day 7
	Discuss	Discuss: Respond to the discussion prompts and questions by the due dates outlined in the assignment. You should contribute your first post no later than Day 4. Then, follow up on the posts of your classmates and faculty and responses to your own posts by Day 7. Required Class Discussion Assignment 1. Discussion Forum 9 Textbook Gersten Chapter 15	Submit: 1. Day 7 2. Day 7 3. Day 7
	Submit	Submit: Submit your completed written assignment by Day 7 of this week. For detailed instructions on completing this assignment, see the associated course page. Required Assignment 1. Psychological Test Presentation 2. Quiz Chapter 5 (Gersten) Multiple Choice, Short Answer and Essay 3. Assessment Report & Treatment	



University/College Policies

Please see the University Policies below.

COVID-19 Related Policies

If you have tested positive for COVID-19, please refer to the Student Handbook, Appendix A (Attendance Rule) for instructions.

Required Class Attendance

Students are expected to attend every class in person (or virtually, if the class is online) and to complete all assignments. If you cannot attend class, it is your responsibility to communicate absences with your professors. The faculty member will decide if your excuse is valid and thus may provide lecture materials of the class. According to University policy, acceptable reasons for an absence, which cannot affect a student's grade, include:

- Participation in an authorized University activity.
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

Students are responsible for providing satisfactory evidence to faculty members within seven calendar days of their absence and return to class. They must substantiate the reason for the absence. If the absence is excused, faculty members must either provide students with the opportunity to make up the exam or other work missed, or provide a satisfactory alternative to complete the exam or other work missed within 30 calendar days from the date of absence. Students who miss class due to a University-sponsored activity are responsible for identifying their absences to their instructors with as much advance notice as possible.

Classroom Behavior (applies to online or Face-to-Face Classes)

TAMU encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The University will always tolerate different, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action (please refer to Student Handbook Article 4).

TAMU Honor Code: Plagiarism and Cheating

As a TAMU student, you are bound by the TAMU Honor Code to conduct yourself ethically in all your activities as a TAMU student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at <https://www.tamtu.edu/scce/studenthandbook.shtml> (<https://www.tamtu.edu/scce/studenthandbook.shtml>).

We are committed to strict enforcement of the Honor Code. Violations of the Honor Code tend to involve claiming work that is not one's own, most commonly plagiarism in written assignments and any form of cheating on exams and other types of assignments.

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

1. Borrow someone else's facts, ideas, or opinions and put them entirely in your own words. You must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
2. Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
3. Present someone else's paper or exam (stolen, borrowed, or bought) as your own. You have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2020, seventh edition of the Manual of The American Psychological Association (APA):

"Plagiarism is the act of presenting the words, idea, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship" (p. 254). This same principle applies to the illicit use of AI.

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications (p. 11). For guidance on proper documentation, consult the Academic Success Center or a recommended guide to documentation and research such as the Manual of the APA or the MLA Handbook for Writers of Research Papers. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

TAMIU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.
 - **Caution:** Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.
 - **Caution:** Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W".
 - **Caution:** Chat groups that start off as "study groups" can easily devolve into "cheating groups." Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMIU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student's TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member's charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member's e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course. In general, you should get credit for a work product only once.

AI Policies

Your instructor will provide you with their personal policy on the use of AI in the classroom setting and associated coursework.

TAMIU E-Mail and SafeZone

Personal Announcements sent to students through TAMIU E-mail (tamiu.edu or dusty email) are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to <https://www.tamiu.edu/adminis/police/safezone/index.shtml> for more information.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Office of Student Counseling and Disability Services located in Student Center 126. This office will contact the faculty member to recommend specific, reasonable accommodations. Faculty are prohibited from making accommodations based solely on communications from students. They may make accommodations only when provided documentation by the Student Counseling and Disability Services office.

Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook (URL: <http://www.tamtu.edu/studentaffairs/StudentHandbook1.shtml> (<http://www.tamtu.edu/studentaffairs/StudentHandbook1.shtml/>)).

Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. If a student would like to file a complaint for discrimination due to his or her pregnant/parenting status, please contact the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, TitleIX@tamtu.edu, 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU's anonymous electronic reporting site: <https://www.tamtu.edu/reportit> (<https://www.tamtu.edu/reportit/>).

TAMIU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Equal Opportunity and Diversity (Lorissa M. Cortez, lorissam.cortez@tamtu.edu) can assist the student and professor in working out the reasonable accommodations. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students at the University, contact the Title IX Coordinator. In the event that a student will need a leave of absence for a substantial period of time, TAMIU urges the student to consider a Leave of Absence (LOA) as outlined in the TAMIU Student Handbook. As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule. Both rules can be found in the TAMIU Student Handbook (<https://www.tamtu.edu/scce/studenthandbook.shtml> (<https://www.tamtu.edu/scce/studenthandbook.shtml/>)).

Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, TitleIX@tamtu.edu, 956.326.2857, via the anonymous electronic reporting website, ReportIt, at <https://www.tamtu.edu/reportit> (<https://www.tamtu.edu/reportit/>), and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;



2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to an "F"; extensions to this deadline may be granted by the dean of the college. This is the general policy regarding the circumstances under which an "incomplete" may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

Student Responsibility for Dropping a Course

It is the responsibility of the student to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and in the Faculty Handbook.

Final Examination

All courses in all colleges must include a comprehensive exam or performance and be given on the date and time specified by the Academic Calendar and the Final Exam schedule published by the Registrar's Office. In the College of Arts & Sciences all final exams must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it. The Telus app is available to download directly from TELUS (tamui.edu) (<https://www.tamui.edu/counseling/telus/>) or from the Apple App Store and Google Play.

Distance Education Courses

Online Courses and On-Campus Meetings

Texas Administrative Code (TAC), Title 19, Part 1, Chapter 2, Subchapter J, Section 2.202 ([https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202)), defines distance education as the formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50%) of instruction. Distance education includes hybrid and 100% online courses and programs as defined by the Texas Higher Education Coordinating Board (THECB):

- **Hybrid Course** - A distance education course in which more than 50 percent but less than 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations.
- **100-Percent Online Course** - A distance education course in which 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations. **Requirements for on-campus or in-person orientation, testing, academic support services, internships/fieldwork, or other non-instructional activities do not exclude a course from this category.**



In this online course, be sure to confirm what in-person meetings may be required of you (if applicable).

Course Structure

This course is offered in a seven-week online course format. Consistent with this format, students will be required to complete seven course modules that reflect a variety of activities that are designed to engage the student with historical and contemporary theories of organizational management. To successfully complete these modules, it is recommended that candidates review the activities that are required in each of the modules ahead of the due dates. Some activities will require meeting with school and district administrators. For this reason, it is recommended that candidates plan accordingly to schedule and coordinate the timely completion of these activities.

Student-Instructor Communication Policy and Response Time

Course Messages/Emails can expect for all course messages and email communications to be answered by the instructor for the course within 24 to 48 hours. Assignments will be graded, and feedback provided within 72 hours. Auto-graded assignments and feedback will be provided within 24 hours, and open-ended assignments and assessments will be graded, and feedback provided within seven (7) days.

Course Communication Guidelines (Netiquette)

There are course expectations concerning etiquette or how we should treat each other online. We must consider these values as we communicate with one another. Visit **Instructional Technology and Distance Education Services' web page on Netiquette** (<http://www.tamtu.edu/distance/students/netiquette.shtml/>) for further instruction.

Accommodations/Accessibility Policy

Texas A&M International University seeks to provide reasonable accommodation for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodation. For more information, contact the online at **Office of Disability Services for Students (DSS)**, via phone at 956.326.3086 or by visiting the staff at the Student Center, room 118. A link to the Disabilities Services for Students site has also been included under the "Resources" tab inside the course.

Student Support Resources

The University wishes to have all students succeed in their courses. To provide support to our students, an array of services in the areas of technology support, academic support, student support, and accessibility support may be found at the University. For more information, visit the Instructional Technology and Distance Education Services page on **University Resources and Support Services**.

Computer/Technology Requirements

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Online students will need regular access to a personal computer that runs on a broadband Internet connection.

It is recommended that you meet the technical requirements listed on the Instructional Technology and Distance Education Services' webpage when using the learning management system (LMS) of the University.

Additional Hardware. For this class, you will need the following additional hardware: *[list any additional required hardware here. Additionally, and if applicable, you may use the following statement:]* Recently purchased laptops may have these built-in web cameras. If you do not have this equipment, it is recommended to purchase a stand-alone webcam, microphone, or a webcam with a built-in microphone from your local electronic store or any online store.

NOTE: Instructional Technology and Distance Education Services may check out available webcams to students on a first-come, first-served basis. To check out a webcam, please stop by Killam Library, Room 259, and request an available webcam.

Additional Software. You will need the following additional software: *[list any additional software required here. Additionally, and if applicable, you may use the following statement:]* TAMIU Students may access online versions of this software through their Dusty Office 365 account at <https://dusty.tamtu.edu/>. This site also provides students access to download the Microsoft suite for educational use. **See instructions for downloading the Microsoft Office suite.**

Note: Students, if you do not own the required hardware or software or do not have access to the Internet, it will be highly challenging for you to make any progress in this class. However, my goal is to assist you in finding solutions and guide you appropriately most of the required materials can either be found free of charge at TAMIU's library, classrooms, and available computer labs. **Visit Media Services' web page on the availability of on-campus computer labs.** In addition, you may also purchase any of these items at any electronic store.



Learning Management System (Blackboard)

Students are provided with an orientation (*eLearning (Blackboard) Student Orientation*) and access to guides on how to use the Blackboard LMS. Guides may be available at **Instructional Technology and Distance Education Services' Student eLearning Tutorial Videos page** or by contacting the eLearning team at elearning@tamiu.edu.

Minimum Technical Skills Expected

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Students in distance education should have knowledge of basic computer and Internet skills, as mentioned on the **Instructional Technology and Distance Education Services' webpage**.

Technical Support Services

Because of the nature of distance education courses, the Office of Information Technology (OIT) computing and information services are vital to the success of online students. This webpage covers contact information for Distance Education Services (Blackboard Support), the OIT Help Desk, and E-mail support: **Technical Support Services**.

Rubrics

Grading rubrics are included in each module per assignment.

Late Work Policy

All assignments for the course are due in the Blackboard website course page on their respective due dates that are reflected in the calendar section of this syllabus. No late work will be accepted without prior written notice and upon approval by the professor due to medical and/or family emergencies.

Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

Turnitin Policy (Required)

Candidates may be required to submit work to TurnItIn. Candidates are encouraged to submit their work to TurnItIn before they submit the assignment for a grade in order to view the similarity index. To do this, candidates, go to "Optional Settings"; select "No-repository" and submit.

Exam Monitoring

For online courses, professors may require students to use a proctoring service such as Respondus Monitor, Proctorio, or Examity. Students are responsible for signing up and paying the required fees. This information will be stated under the "Course Materials" section of your syllabus.

Professional Expectations:

Preparing to become a highly effective educator requires a great deal of commitment, time, and preparation on the candidate's part. Educators are expected to be respectful, civil, well-prepared, communicate effectively, meet deadlines, be receptive and responsive to feedback, and be fair and ethical. Thus, candidates are expected to be equipped to participate in all class activities and discussions and remain for a duration necessary to participate and complete assignments. All coursework is expected to be word processed (unless announced otherwise), proofread, spell checked, and grammar checked. (Candidates needing help with Standard English should contact the Writing Center). Assignments are due as noted within the syllabus unless otherwise announced.

Accessibility and Privacy Statements on Course Technologies

At Texas A&M International University, we believe that all students should have equal technology opportunities in the classroom. These technologies/sites may also require user data, such as the creation of a username and password. In this class, we will utilize Blackboard, VoiceThread, and Turnitin. You may find the accessibility and privacy policies of the technologies used in this class on the following pages: **Accessibility Statements and Privacy Statements**.

Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.